

<p>IRA Standards and Elements</p> <p>Reading (Pre-K and Elementary Classroom Teacher and Middle and High School Reading Classroom Teacher)</p>	<p>Evidence that demonstrates competence may include, but is not limited to the following:</p> <p>If you assess additional evidence, add bullets as needed.</p>	<p>How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p>For each assessment, list the course number and assessment title. Link the assessment title to the relevant location in the syllabus for the course of which it is a part.</p> <p>If the bulleted item is not assessed as part of the program, place NA in the corresponding column.</p>
<p>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>		
<p>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p>Pre-K and Elementary Classroom Teacher</p>	
	<ul style="list-style-type: none"> Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language. 	<p>EDU 517: Literacy Policy Analysis and Research Review (LPARR) Rubric (p. 10)</p> <p>EDU 598: Literacy Plan Rubric (p. 8)</p>
	<ul style="list-style-type: none"> Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research. 	<p>EDU 516: Classroom Literacy Plan Rubric (p. 11)</p> <p>EDU 517: LPARR Rubric (p. 10)</p> <p>EDU 598: Literacy Plan Rubric (p. 8)</p>
	<ul style="list-style-type: none"> Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components. 	<p>EDU 517: LPARR Rubric (p. 10)</p>
	<ul style="list-style-type: none"> Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to 	<p>EDU 516: Classroom Literacy Plan Rubric (p. 11)</p> <p>EDU 517: LPARR Rubric (p. 11)</p>

	traditional print, digital, and online resources).	EDU 598: Literacy Plan Rubric (p. 8)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents. 	EDU 517: LPARR Rubric (p. 10) EDU 598: Literacy Plan Rubric (p. 8)
	<ul style="list-style-type: none"> Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English. 	EDU 517: LPARR Rubric (p. 10) EDU 598: Literacy Plan Rubric (p. 8)
	<ul style="list-style-type: none"> Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 517: LPARR Rubric (p. 10)
	<ul style="list-style-type: none"> Explain the research and theory about learning environments that support individual motivation to read and write. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 517: LPARR Rubric (p. 11) EDU 598: Literacy Plan Rubric (p. 8)
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> Identify major milestones in reading scholarship and interpret them in light of the current social context. 	EDU 517: LPARR Rubric (p. 10) EDU 598: Literacy Plan Rubric (p. 8)
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> Show fair mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals. 	EDU 563: Case Report Rubric (p. 24)
	<ul style="list-style-type: none"> Use multiple sources of information to guide instructional planning to improve reading achievement of all students. 	EDU 563: Case Report Rubric (p. 24) EDU 598: Literacy Plan Rubric (p. 8)

Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Explain how the reading and writing curriculum is related to local, state, and professional standards. 	EDU 517: LPARR Rubric (p. 10) EDU 598: Literacy Plan Rubric (p. 9)
	<ul style="list-style-type: none"> • Implement the curriculum based on students' prior knowledge, world experiences, and interests. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Evaluate the curriculum to ensure that instructional goals and objectives are met. 	EDU 517: LPARR Rubric (p. 10) EDU 563: Case Report Rubric (p. 22) EDU 598: Literacy Plan Rubric (p. 9)
	<ul style="list-style-type: none"> • Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts. 	EDU 563: Case Report Rubric (p. 25) EDU 598: Literacy Plan Rubric (p. 9)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Explain how the reading and writing relate to their content area and to local, state, and professional standards. 	EDU 517: LPARR Rubric (p. 10) EDU 598: Literacy Plan Rubric (p. 9)
	<ul style="list-style-type: none"> • Implement the curriculum based on students' prior knowledge, world experiences, and interests. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demand of the content areas. 	EDU 517: LPARR Rubric (p. 10) EDU 563: Case Report Rubric (p. 22) EDU 598: Literacy Plan Rubric (p.)
	<ul style="list-style-type: none"> • Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students' literacy needs. 	EDU 563: Case Report Rubric (p. 25) EDU 598: Literacy Plan Rubric (p. 9)

<p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of <i>cognitive model of reading</i>).]</p>	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Select and implement instructional approaches based on evidence-based rationale and student needs, and purposes for instruction. 	EDU 516: Classroom Literacy Plan Rubric (p. 13) EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Differentiate instructional approaches to meet students' reading and writing needs. 	EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. 	EDU 516: Classroom Literacy Plan Rubric (p. 13) EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. 	EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> • As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. 	EDU 563: Case Report Rubric (p. 23)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Select and implement reading and writing approaches that are evidence based and meet student needs 	EDU 516: Classroom Literacy Plan Rubric (p. 13) EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Differentiate instructional approaches to meet students' reading and writing needs in the content areas. 	EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking. 	EDU 516: Classroom Literacy Plan Rubric (p. 13) EDU 563: Case Report Rubric (pp. 22-23)
	<ul style="list-style-type: none"> • Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. 	EDU 563: Case Report Rubric (p. 23)

	<ul style="list-style-type: none"> As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. 	EDU 563: Case Report Rubric (p. 23)
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. 	EDU 516: Classroom Literacy Plan Rubric (p. 10) EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses. 	EDU 516: Classroom Literacy Plan Rubric (p. 10) EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> Guided by evidence-based rationale, select and use traditional print, digital, and online resources. 	EDU 516: Classroom Literacy Plan Rubric (p. 10) EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.		
3.1: Understand types of assessments and their purposes, strengths, and limitations.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate an understanding established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) (EDU 529)*: Rubric Section 1 (p. 12) EDU 563: Case Report Rubric (p. 21) EDU 598: Literacy Plan Rubric (p. 8 & p.

		9)
	<ul style="list-style-type: none"> Describe strengths and limitations of a range of assessment tools and their appropriate uses. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) EDU 563: Case Report Rubric (p. 21)
	<ul style="list-style-type: none"> Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 	Candidates study technical adequacy of assessments in EDU 562; however, this knowledge is not directly assessed through a major assessment.
	<ul style="list-style-type: none"> Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	EDU 598: Literacy Plan Rubric (p. 8 & p. 9)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in assessing student performance. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 563: Case Report Rubric (p. 21) EDU 598: Literacy Plan Rubric (p. 8 & p. 9)
	<ul style="list-style-type: none"> Describe the strengths and limitations of a range of assessment tools and their appropriate uses. 	EDU 516: Classroom Literacy Plan Rubric (p. 11) EDU 563: Case Report Rubric (p. 21)
	<ul style="list-style-type: none"> Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 	Candidates study technical adequacy of assessments in EDU 562; however, this knowledge is not directly assessed through a major assessment.
	<ul style="list-style-type: none"> Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	EDU 598: Literacy Plan Rubric (p. 8 & p. 9)
3.2: Select, develop, administer, and interpret assessments, both traditional print and	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Select or develop appropriate assessment tools to monitor 	(EDU 529): Rubric Section 2 (p. 13)

electronic, for specific purposes.	student progress and to analyze instructional effectiveness.	EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. 	(EDU 529): Rubric Section 2 (p. 13) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Interpret and use assessment data to analyze individual, group, and classroom performance and progress. 	EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths. 	EDU 563: Case Report Rubric (pp. 24-25) EDU 598: Literacy Plan Rubric (p. 9)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. 	(EDU 529): Rubric Section 2 (p. 13) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. 	(EDU 529): Rubric Section 2 (p. 13) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Recommend and administer assessments for students in need of reading and writing assistance. 	EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Interpret and use assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines. 	EDU 598: Literacy Plan Rubric (p. 9)
	<ul style="list-style-type: none"> • Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness. 	EDU 563: Case Report Rubric (pp. 24-25)
3.3: Use assessment information to plan and evaluate instruction.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)

	<ul style="list-style-type: none"> • Interpret patterns in classroom and individual students' data. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data. 	EDU 563: Case Report Rubric (p. 24 & 25) EDU 598: Literacy Plan Rubric (p. 10)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Identify and interpret patterns in classroom and individual students' data. 	(EDU 529): Rubric Section 2 (p. 14) EDU 563: Case Report Rubric (p. 22)
	<ul style="list-style-type: none"> • Collaborate with content area teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives. 	EDU 563: Case Report Rubric (p. 24 & 25) – where applicable EDU 598: Literacy Plan Rubric (p. 10)
3.4: Communicate assessment results and implications to a variety of audiences.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student parents or guardians, colleagues, and administrators). 	EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> • Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction. 	EDU 563: Case Report Rubric (p. 23)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators). 	EDU 563: Case Report Rubric (p. 23)

	<ul style="list-style-type: none"> • Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas). 	EDU 563: Case Report Rubric (p. 23)
Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) (EDU 529): Section 1 (p. 12) EDU 563: Case Report Rubric (p. 24)
	<ul style="list-style-type: none"> • Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 563: Case Report Rubric (p. 21)
	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 10) EDU 563: Case Report Rubric (p. 21 & 24)
	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. 	EDU 517: LPARR Rubric (p. 10)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) (EDU 529): Section 1 (p. 12) EDU 563: Case Report Rubric (p. 24)

	<ul style="list-style-type: none"> • Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 563: Case Report Rubric (p. 21 & p. 24)
	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity influences adolescent literacy development. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 10) EDU 563: Case Report Rubric (p. 21)
	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. 	EDU 517: LPARR Rubric (p. 10)
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Assess the various forms of diversity that exist in students as well as in the surrounding community. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and Section 2 (pp. 13, 14) EDU 563: Case Report Rubric (p. 21 & 24)
	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and Section 2 (pp. 13, 14) EDU 563: Case Report Rubric (p. 24)
	<ul style="list-style-type: none"> • Provide instruction and instructional that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11)

	groups and the strategies they use to overcome challenges).	(EDU 529): Rubric Section 1 (p. 12) and Section 2 (pp. 13 & 14) EDU 563: Case Report Rubric (p. 24)
	<ul style="list-style-type: none"> • Provide instruction and instructional formats that engage students as agents of their own learning. 	EDU 516: Classroom Literacy Plan (p. 12) (EDU 529): Rubric Section 1 (p. 12)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Assess the various forms of diversity that exist in students as well as in the surrounding community. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and Section 2 (pp. 13, 14) EDU 563: Case Report Rubric (p. 21 & 24)
	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and Section 2 (pp. 13, 14) EDU 563: Case Report Rubric (p. 24)
	<ul style="list-style-type: none"> • Provide instructional formats that engage students as agents of their own learning. 	EDU 516: Classroom Literacy Plan (p. 12) (EDU 529): Rubric Section 1 (p. 12)
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 	(EDU 529): Rubric Section 1 (p. 12) and Section 2 (p. 13) EDU 563: Case Report Rubric (p. 23)
	<ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against 	EDU 517: LPARR Rubric (p. 11)

	certain groups.	(EDU 529): Rubric Section 1 (p. 12)
	<ul style="list-style-type: none"> Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. 	EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and Section 2 (p. 13)
Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Arrange their classrooms to provide easy access to books, other materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
	<ul style="list-style-type: none"> Modify the arrangement to accommodate students' changing needs. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
	<ul style="list-style-type: none"> Modify the arrangement to accommodate students' changing needs. 	EDU 516: Classroom Literacy Plan Rubric (p. 10)
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. 	EDU 516: Classroom Literacy Plan Rubric (p. 12) EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12)
	<ul style="list-style-type: none"> Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults). 	(EDU 529): Rubric Section 2 (p. 13)
	<ul style="list-style-type: none"> Create supportive environments where English learners are encouraged and given many opportunities to use English. 	EDU 517: LPARR Rubric (p. 11) (EDU 529): Rubric Section 1 (p. 12) and

		Section 2 (p. 13)
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"> Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. 	EDU 516: Classroom Literacy Plan (p. 11)
	<ul style="list-style-type: none"> Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources). 	EDU 516: Classroom Literacy Plan (p. 11)
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> Use evidence-based rationale to make and monitor flexible instructional grouping options for students. 	EDU 516: Classroom Literacy Plan (p. 11)
	<ul style="list-style-type: none"> Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities. 	May be part of coaching plan, where applicable (EDU 598: Literacy Plan Rubric, p. 10)
	<ul style="list-style-type: none"> Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups). 	EDU 516: Classroom Literacy Plan (p. 11) (EDU 529): Rubric Section 1 (p. 12)
Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.		
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"> Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture. 	EDU 517: LPARR Rubric (p. 11)
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians,	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Display positive reading and writing behaviors and serve as a model for students. 	EDU 517: LPARR Rubric (p. 12) (EDU 529): Rubric Section 1 (p. 12)
	<ul style="list-style-type: none"> Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school. 	EDU 517: LPARR Rubric (p. 12)

and so forth.]	<ul style="list-style-type: none"> • Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing. 	EDU 517: LPARR Rubric (p. 12) (EDU 529): Rubric Section 1 (p. 12)
	<ul style="list-style-type: none"> • Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. 	EDU 517: LPARR Rubric (p. 12) (Candidates in the MATL Program conduct an action research project in literacy. This is a 6-hour research sequence – EDU 594/RW/595RW. This is not a major assessment in the Reading Endorsement Program. It is, however, a major assessment in the MA-Teacher Leader Program, and candidates report on results in the final program reflection essay.)
	<ul style="list-style-type: none"> • Implement plans and use results for their own professional growth. 	(Candidates in the MATL Program conduct an action research project in literacy. This is a 6-hour research sequence – EDU 594/RW/595RW. This is not a major assessment in the Reading Endorsement Program. It is, however, a major assessment in the MA-Teacher Leader Program, and candidates report on results in the final program reflection essay.)
	<ul style="list-style-type: none"> • Join professional organizations related to reading and writing and participate as members. 	EDU 516: Candidates are required to join a professional literacy organization EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Demonstrate effective use of technology for improving student learning. 	(Included in Classroom Literacy Plan in EDU 516 and Case Report in EDU 563, but not assessed as part of IRA 6.2. See IRA standard 2.3.)
	Middle and High School Reading Classroom Teacher	

	<ul style="list-style-type: none"> • Display positive reading and writing behaviors and serve as a model for students. 	EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Understand the families' and community's roles in helping students apply reading and writing skills to content learning. 	(EDU 529): Section 1 (p. 12)
	<ul style="list-style-type: none"> • Work with families, colleagues, and the community to support student learning. 	EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school. 	EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. 	EDU 517: LPARR Rubric (p. 12) (Candidates in the MATL Program conduct an action research project in literacy. This is a 6-hour research sequence – EDU 594/RW/595RW. This is not a major assessment in the Reading Endorsement Program. It is, however, a major assessment in the MA-Teacher Leader Program, and candidates report on results in the final program reflection essay.)
	<ul style="list-style-type: none"> • Carry out plans and use results for their own professional growth. 	(Candidates in the MATL Program conduct an action research project in literacy. This is a 6-hour research sequence – EDU 594/RW/595RW. This is not a major assessment in the Reading Endorsement Program. It is, however, a major assessment in the MA-Teacher Leader Program, and candidates report on results in the final program reflection essay.)
	<ul style="list-style-type: none"> • Are members of professional organizations related to reading and writing. 	EDU 516: Candidates are required to join a professional literacy organization

		EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Demonstrate effective use of technology for improving student learning. 	(Included in Classroom Literacy Plan in EDU 516 and Case Report in EDU 563, but not assessed as part of IRA 6.2. See IRA standard 2.3.)
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"> • Recognize the importance of professional development for improving reading and writing in schools. 	EDU 517: LPARR Rubric (p. 12) EDU 598: Literacy Plan (p. 10)
	<ul style="list-style-type: none"> • Participate individually and with colleagues in professional development programs at the school and district levels. 	EDU 517: LPARR (p. 12) (EDU 529): Section 3 (p. 15) EDU 598: Literacy Plan (p. 10)
	<ul style="list-style-type: none"> • Apply learning from professional development to instructional practices. 	EDU 517: LPARR (p. 12) EDU 598: Literacy Plan (p. 10)
6.4: Understand and influence local, state, or national policy decisions.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Are informed about important professional issues. 	EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes. 	EDU 517: LPARR Rubric (p. 12)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Are informed about important professional issues. 	EDU 517: LPARR Rubric (p. 12)
	<ul style="list-style-type: none"> • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. 	EDU 517: LPARR Rubric (p. 12)

*EDU 529 is part of the MA-Teacher Leader core and is not required for the stand-alone Reading Endorsement P-12 Program.